

Montana schools

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MONTANA PILOTS BUSINESS AWARENESS

In January 1978 Superintendent Georgia Rice inaugurated project **Business Awareness**, prompted by a personal concern that students were leaving the public school system uninformed about America's marketplace system.

With cooperation from John Cadby of the Montana Bankers' Association, Dan Regan of Montana Power and Forrest Boles of the Montana Chamber of Commerce, Mrs. Rice selected four districts for pilot programs to teach younger students about their local economies.

Mr. Cadby and the other business leaders reconstituted the Montana Council on Economic Education to work with the Office of Public Instruction, teachers and business people in local areas and to provide support for the project. Office of Public Instruction Management Analyst Bruce Johnson and Community Education Consultant Kathleen Molloyhan collected materials for use in the pilot programs. Grades four and seven were designated as target age groups, and instruction began in the fall of 1978 in Helena, Conrad, Lockwood in Billings and Target Range in Missoula.

Teachers and business people worked together to design programs which would enable students to get to know their communities through an understanding of the nature and scope of the businesses that comprise them. The program cost is minimal. Teaching aids are provided by the Office of Public Instruction, the Mon-

tana Council on Economic Education and the Center for Economic Education at Western Montana College. So far, nearly 600 students in grades 3-7 have been involved. Business Awareness is working.

Students are gaining insight into the important role of business in their communities. The business communities have also come to understand and better appreciate the role of the school. "We have tried to forge a stronger liaison between the schools and the business community and to find more meaningful ways to interact," Kathleen Molloyhan points out. "Traditionally the business community hasn't known how to approach the schools, and the schools haven't known how to benefit from the community's resources."

At a Business Awareness conference on Feb. 7 in Helena, representatives from the pilot schools presented their programs. The different presentations illustrated the extent to which the basic concept has been adapted to individual school environments. No two approaches were the same, even for the same grade.

Gladys Pearce and Sharon Vallance, fourth-grade teachers at Helena's Broadwater School, distributed copies of the economics test they administer to business awareness students. The test demands a familiarity with basic economic concepts and vocabulary. Pearce and Vallance teach those rudiments beginning with an economic survey of the classroom



Target Range seventh-grade teacher Phil Russ and Supt. Bud Beagle describe their success with Business Awareness.

and its resources. Students learn "scarcity," for example, by noting the scarcity of colored pencils and scissors in the classroom. Commercial terms are gradually applied to conditions in the community and the larger society with the aid of bulletin boards, a bingo game (matching words with definitions), an enterprising simulated community—"Busburg"—and a field trip to Super Save. Students have now opened a store. At Helena's C.R. Anderson, seventh-grade teacher Milt Knuckles teaches Business Awareness by integrating economics, government, anthropology and sociology under the title "U.S. Studies" and shrinks history to one semester.

Bud Beagle, superintendent at Target Range, believes that "Business Awareness will be responsible for the overall feeling students acquire about the process that makes the country go." Jan Clouse, fourth-grade teacher at Target Range, offers one course a week on business education and attempts to apply it from day to day in mathematics, social studies and other areas. To illustrate economics principles, Clouse had one student pretend to be a dollar bill and move from one designated place in the classroom to another to show the progress of money through the community. Clouse employs various other games and materials for Business Awareness and has scheduled a field trip to a shopping mall. Already a local banker has visited the class to talk about savings accounts, checking

accounts, loans and investments. When his calculator quit in the middle of his presentation, the young students were amazed to watch him do complicated multiplication on the blackboard. "Business wants its side of the story told," Beagle contends, "and the business people are willing to work with educators to get it done." At Conrad, Business Awareness activities included tracing 20 one-dollar bills through the community. "Some went from saloon to saloon," Prairie View Middle School principal Harley Ruff noted.

Business Awareness activities in Lockwood included an aluminum recycling drive and media campaign to win a class trip to Helena via commercial airlines, a cost-analyzed bake sale, popcorn sales, a survey of community businesses and their growth; and on-the-job looks at individual career interests of students.

A brochure on Montana's Business Awareness project will soon be distributed. For information on starting Business Awareness programs in your school, contact Phil Ward, Director, Planning, Development and Evaluation, Office of Public Instruction, Helena 59601, Bob Singleton, Superintendent, Conrad Schools, Conrad 59425, Maynard Olson, Superintendent, Helena Schools, Helena 59601, Dennis Espeland, Superintendent, Billings Dist. No. 26, Billings 59103, or Clarence Beagle, Superintendent, Target Range Dist. No. 23, Missoula 59801.



Conrad Supt. Bob Singleton, Gladys Pearce, Sharon Vallance and Montana Power Exec. Dan Regan hear different ways of approaching Business Awareness education at the February 7 conference.

Majority Leaders Speculate on School Legislation Outcome

DUSSAULT

Q Do you think the bill on marijuana education will pass the House?

A I would suspect that with the changes it has a much better chance of passing the House. My position on it will remain the same—that except in very, very unusual circumstances, the Legislature should not dictate curriculum.

Q At what percentage level do you think the Foundation Program will be funded?

A The discussion seems to fall right around six and eight percent, but the factors are more complicated now. There is some discussion of averaging enrollments for the Foundation Program. If there is a move to do that, it could justify a lower percentage. The net impact to those school districts that are losing enrollments would not be as great. Where it tends to hurt is in school districts with increasing enrollments. They wouldn't be getting the total calculation for all those new students.

The second complicating factor is the proposal to put in a weighted formula for Vocational Education students. I think that's a good idea, but I understand it would cause a \$2½-3 million fiscal impact on the Foundation Program. The third factor, adding to the confusion, is the discussion of building a couple of percentage points into the Foundation Program to ward off the impact of the two special education bills, 116 and 453. I'm really not sure how that mechanism would work.

Q What do you think about transferring some of the Special Education funding back to the local level?

A I don't agree with that. I don't see any reason why the local school district should have to share any of that cost. Some legislators feel that this would make the local districts more responsible, whereby they would begin to control the cost. It is a significant cost that would have to be absorbed either in their general budget or through a special levy. I'm just hard pressed to figure out how a school district like Missoula, for example, that would be impacted to the tune of \$300,000 to \$400,000, could absorb that without additional property taxes. It just doesn't make any sense to me.

Q Did you come to Helena with any preconceived notions about what you wanted to accomplish?

A I had positive things to accomplish. The difficulty in this session has been that as Majority Leader I have tried not to set my own legislation as top priority. The priority has to



Ann Mary Dussault

be those bills which have been identified as party priorities. In the end it didn't make that much difference. I don't sense that democratic unity and loyalty are really split because two people in the same party have philosophic differences on a bill. Whenever I've had those differences I have felt free to verbalize them.

Q Do you think that the bill to fund \$2,000,000 for Gifted and Talented has any good chance of passing now?

A I think the enabling legislation has an excellent chance of passing, and that would be a major step. I don't know that there is a direct parallel to the appropriations bill. I would say that's going to have a hard row to hoe. If we get the enabling legislation, we would be far ahead of where we have been before.

Q What about the Indian Studies bill?

A I think we've gutted the Indian Studies Act, and it's a tragedy. I wish all parties concerned could have come to a more reasonable compromise, but that is not what happened. I don't anticipate anything in the Senate that's going to change that.

Q What do you think will happen with Vocational Education governance?

A It seems as though the status quo has been adopted, but I don't think the controversy about that position is over yet. I think the Vo-Tech centers are going to be left exactly where they were, and while I think the legislators might have thought that was the best thing, they will rue that decision within a very short time. We are already getting indications from the Appropriations Subcommittee that they are not going to deal very generously with it. I think the governance question will inevitably arise again.

STEPHENS

Q Senate Bill 178 would mandate curriculum for marijuana education. In its amended form, how do you think the bill will fare in the House?

A I think it has a much better chance of passing the House now. They have added other things to it to make it more palatable to those who objected to a course strictly on marijuana. Some have argued that it's not the legislature's prerogative to mandate curriculum in any way, but I think there are some real problems with marijuana in the Montana schools. I really don't think this legislature knows too much about the problems. We heard a lot of different stories, but we had never really looked at it in depth. It's been a learning experience for us all.

Q Did you come to Helena with any specific goals to meet, such as cutting programs?

A No. We wanted to fully fund the Foundation Program—to get the schedules up high so as not to burden the local level. The more local levies, the more difficulty for school budgets. The Senate has funded the school foundation at a level higher than that recommended by the executive. We are pleased with that. It's good news. As far as any other specific goals in education are concerned, the bill for gifted children that never got off the ground before did get off the ground in this session. There's a start there, even if we only put some seed money in it for an experimental program. There were no education programs that we wanted to cut out. Naturally we want the Office of Public Instruction to run as frugally and as economically as possible, and I'm sure that Mrs. Rice would concur and that's what she's attempting to achieve.

Q Do you support the concept of reverting some of the Special Education funding back to the local districts?

A That is difficult. The State started out in Special Ed by more or less promising that it would fully fund the program. When the program became such an enormous financial burden on the state, the state frankly had to back off and say, "No, we can't do it all, and we are going to ask you at the local level to pick up part of it." The local folks of course have rebelled, because they feel they have been misled. It is very controversial. I don't think anybody fully realized what we were getting into. I think, yes, the local level should pick up part of it, but I get a little queasy about saying that now and making it retroactive, when previous to implementation we provided for state funding, and now

all of a sudden we say, "Pick up part of the tab." I wish we had said that at the start of the program. It is apparent that there is going to have to be some assistance at the local level, and I hope it isn't so onerous as to throw their budgets out of whack. That is what the local superintendents are concerned about.

Q How do you feel about Vocational Education governance?

A I argued with Senator Fasbender in support of his bill to give the governance to the Board of Public Education. That was defeated. The sentiment of the Senate is always that it should go under the Superintendent of Public Instruction. We have to pin the governance down before we leave. That is where the problem has been. If we don't do that, we're acting irresponsibly. The Regents say they don't want it, and the Senate says the Board of Public Ed shouldn't do it; so I presume it will be the Superintendent.

Q What do you think of the Indian Studies bill?

A Personally, I don't think it's necessary. I live near two Indian reservations, but I don't think it makes any more sense to require teachers to bone up in Indian studies than to make them bone up in Scandinavian studies. We've got more Scandinavian kids in my town than from any other national background. I think that kind of education should be done at home. If you want to go on to college and specialize in something like Canadian Studies or American Studies, fine, but just because you live near a reservation, I don't think you should be required to take that course. Others will disagree with me, but if it comes up for a vote again, I'll oppose it.



Stan Stephens

Community Education Workshop Hits Home

"It's really going to help us." That was the characteristic response from participants at the statewide community education workshop in Great Falls, Jan. 31-Feb. 1. More than 120 Montana educators and community supporters attended the variety of sessions based on the theme "A Partnership for Learning and Living." The Office of Public Instruction and the Center for Community Education Development at MSU co-sponsored the event. Funding was provided through a grant from the U.S. Office of Education under the Community Schools Act.

In her welcome, Superintendent of Public Instruction Georgia Rice noted that "we have not paid a good deal of attention to the partnership of school and community in Montana, because we have enjoyed a good deal of support for our schools." She admonished Montanans, however, "never to allow that support to break down, but rather we must by design strengthen that partnership. Community Education is perhaps the salvation of our public school system."

Keynote speaker Skip Liebertz, supervisor of community services and public information in the Salem, OR public schools, illustrated his concepts of community schools with facts about the programs in Salem, sparking the enthusiasm which endured for participants throughout the many sessions. "What started as a building use idea has changed dramatically. I think we're talking about a much more important idea," Liebertz told participants. He described himself as a "community ed crazy." As Community Education Consultant Kathleen Molloyhan explains, community schools "go further than expanding the school day and requesting public advice on educational matters they continually seek out ways that the schools can be more responsive to the vital concerns facing all members of the community." Community schools are not "just one more program."

Dave Santellanes, coordinator of the Northwest Coalition for Community Education Development, was also invited from Oregon to conduct workshop sessions. Sessions ran concurrently on both days. "How to Get Started," "Community Needs Assessment," "The Libby Community Education Model" and "School/Community Public Relations" filled the schedule for Wednesday following the opening session. On Thursday participants broke into groups for a simulated planning exercise before attending the concurrent morning sessions. Those sessions dealt with community councils, the Bozeman School Advisory Councils and integrating community education with the K-12 curriculum.

Montana superintendents conducted a panel discussion on "Community Education in Practice" that afternoon. The final concurrent sessions covered financing, community involvement strategies and the role of the coordinator. Session leaders represented a variety of backgrounds and included Dr. Gloria Gregg, director at MSU's Center for Community Education Development and Consultant Kathleen Molloyhan.

Participants brought with them to Great Falls an assortment of con-

cerns. Bea Lunda of the Youth Development Bureau in Shelby felt that community education could address youth delinquency, "particularly as a prevention tool, trying to get at kids younger and getting them involved in positive things." The Youth Development Bureau serves the high-line region, including three reservations. "The important thing to me about community education is that we can reach rural Montana with it," Lunda claimed. "I see community education as a vehicle that every community can afford, and that will in fact impact the well-being of families and individuals in those families. That's exciting to me. You have the buildings right there. Get some personnel and coordinate it."

Chuck Roberts, superintendent of Savage schools, had begun a successful community education project with funds from the Mott Foundation and wanted to assure its continued success. "The main thing I'm interested in is continued community involvement—to have the community involved year after year—and that they don't lose interest in the program." Roberts found the community relations session particularly valuable.



Workshop participants practice the steps to establish community schools. This simulation exercise helps community educators order the priorities for starting effective programs.

James Thompson of Wyola was looking for ways to coordinate several community learning projects already established on the Crow Reservation—an artist-in-residence program, a bi-lingual program and night activities. The session on the Libby model provided him the information he needed. Granite County Superintendent Julia Enman was seeking "a better relationship between the community and the schools." "In Granite County we have community education already," Enman stated. "It is something that has been done traditionally, but I would like to provide more chances for parents and educators in the district to visit and talk."

Participants were excited at the turnout and confident that they had benefitted from the entire workshop. A workshop report and resource handbook will soon be sent to all participants and to all school districts.

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On Tuesday, Feb. 27, Kenneth L. Monilaws was honored by the 46th Montana Legislature for his selection as 1979 Teacher of the Year. Superintendent Georgia Rice presented Mr. Monilaws a plaque and copy of the *Petrifical Encyclopedia of America in Art* awarded by the American Ladies Home Journal and the Council of Chief State School Officers. Mr. Monilaws has served as teacher, librarian and counselor at Inverness schools.

Administrators Conference Will be a Thing of the Future

Harold Plummer, noted futurist, writer, consultant and speaker, will keynote the State Superintendent's Annual Administrators Conference at the Colonial Inn in Helena. Registration will begin at 7:00 p.m. on Apr. 9, followed by a Legislative Update at 8:00. The Apr. 10 session will begin at 8:30 a.m. with Mr. Plummer's speech, "An Encounter with the Future—examining society and education in terms of where we're headed and how we can meet the challenge."

An Encounter with the Future—examining society and education in terms of where we're headed and how we can meet the challenge. Mr. Plummer's background as teacher, administrator, consultant and writer have eminently established him in education. His experiences with the U.S. Department of State, the U.S. Energy Commission, the National Science Foundation, NASA, NBC television and the U.S. Air Force have diversified that background to make him one of the most acclaimed and sought-after speakers in the nation. His keynote address and workshops will provide all administrators with a thought-provoking challenge for the future.

In addition to Mr. Plummer, Roger Taylor, a renowned authority on Gifted and Talented education, will also participate at the conference. Mr. Taylor has traveled throughout the United States and Europe with presentations of practical usable information on meeting the challenge

of what some educators call the most educationally disadvantaged student in school today—the gifted child. His presentation will be a memorable one.

Bruce Johnson in the Office of Public Instruction will head a panel presentation on Business Awareness education, describing the various pilot programs being implemented in Montana at the present time. The realistic way in which these programs have been handled has resulted in enhancing the relationship between the business community and Montana schools. Mr. Johnson's workshop will give the details of this successful practical approach.

Ann Barksley, President elect for the National School Public Relations Association, will bring to the conference many years of experience in the things we must do in our schools to better handle school and community relations. Her ability to present dynamic workshops has become evident in the many conferences and state conventions she has taken part in.

A challenging speaker plus four outstanding workshops all point toward a conference that will be important for all administrators to attend. For more information call either Ron Wirtz or Diane Kielblock at 1-800-332-3402.

Educational Help from Home for Warm Springs Student Patients

Local students placed in Warm Springs State Hospital for evaluation and/or treatment are entitled to appropriate educational services. To assist the Department of Institutions and the hospital staff in providing educational services, an agreement has been drafted, which, when finalized, will be circulated to Special Education directors.

The purpose of this agreement is to facilitate communication between the hospital and the student's home district. Such a student can be considered a hospital- or home-bound student at a temporary out-of-district placement.

The local district should provide a liaison person to work with the educa-

tional staff at Warm Springs State Hospital during the period of the child's hospitalization. Liaison activities include help in providing curricular materials, textbooks and coordination of communication between the home district classroom teacher(s) and the educational staff at the state hospital.

The student's home district, after receiving parental agreement, should also provide copies of the student's cumulative file, special education records, if available, and current course of study.

At the end of February 1979, there were a total of 36 students at the hospital—27 male and 9 female—ranging in age from 10 to 18.

NEWSLETTERS



Statewide Community Education Workshop Well Attended

More than 100 people from 41 different communities participated in the community education workshop in Great Falls on Jan. 31 and Feb. 1. In addition to community members, school personnel, and board members, the conference drew representatives from 16 state and local organizations.

At the opening session, both Superintendent Rice and keynote speaker Skip Liebertz of Salem, OR, stressed the importance of avenues of communication between schools and communities. All workshop sessions were well attended, and participants remarked afterward that they could apply their new skills and ideas directly in their own communities.

Training Grant

The Northwest Coalition for Community Education has received a special grant from the C.S. Mott Foundation to conduct several **Mobile Training Institutes for Community School Personnel** in the western states. The focus will be on community education development in rural areas. The grant provides funding to sponsor four one-week training sessions and a one-week specialized session. Sessions remaining are in Fort Worth, TX, Mar. 26-30; Oregon City, OR, Apr. 23-27; and Tallahassee, FL, May 14-18. A special session for community school coordinators who have had at least three years of experience is scheduled for Aug. 6-10 in Eugene, OR. For more information, contact Dr. Gloria Gregg, Director, Center for Community Education, Bozeman, 994-4731.

Resources

A limited number of copies of "How to Publish Community Information on an Impossibly Tight Budget" are available from the Office of Public Instruction, Community Education Consultant. They can also be purchased for 50 cents (10 for \$3.50) from Do It Now Foundation, P.O. Box 5115, Phoenix, AZ 85010.

Copies of a videotape of community education awareness workshops held in Glendive, Lewistown and Conrad in March, 1978, are

available on loan from Kathleen Mollohan at the Office of Public Instruction and from Gloria Gregg at the Center for Community Education. The tape runs one hour and records a mock trial exploring the pros and cons of the schools, taking a leadership role in developing and implementing community education.

Copies of "Handbook VIII, Community Information: A Handbook of Standard Terminology and a Guide to the Collection and Use of Community Information in Education" will soon be available free of charge from the Office of Public Instruction, Community Education Consultant. Each first class district and each county superintendent will receive a copy automatically.

Ideas

The following community involvement ideas are extracted from "101 Activities for Building More Effective School-Community Involvement," available at \$5.75 from The Home and School Institute, Trinity College, Washington, D.C. 20017:

Math Lab: Offer a series of math workshop nights for interested parents to plan math activities and set up equipment for children. After initial training by staff or parent coordinator, volunteer parents run the labs and donate equipment (rulers, scales, etc.) from home and office. The emphasis is on math that is used by families in everyday life.

The Stars Are "Us": Sell tickets to a slide-tape or film production of a typical day or a special event (a play or a party) at school. Teachers, parents and students plan, film and edit the production. Record the children's voices describing the action and explaining projects. Show the film or slides at a class or neighborhood potluck supper. The more parents and kids in the "show," the bigger the turnout.

At Home Meetings: A parent is asked to sponsor a one- or two-hour informal evening get-together with neighbors, teachers and administrators. The object is to give parents and school personnel an opportunity to share mutual concerns, but the meeting could be structured around skills of the parents. For example, one parent could be responsible for presenting or demonstrating home learning activities. Concerns raised should be followed up at faculty and parent group meetings.

Tinkers: Advertise for used machines such as typewriters, radios, adding machines and small motors to be donated to students who are willing to reconstruct them for use in the school. As repairs become necessary, advertise for "tinkers"—parents, students and non-parents—to join in a scheduled work session. Observers just learning how to "tinker" are welcome.

Pupil Transportation Safety



"BUS TRANSMISSIONS"

1979 Conference on Pupil Transportation

The following is a tentative schedule for the Montana Pupil Transportation Conference which will be held at the Colonial Inn in Helena July 11-13:

1979 Theme "Because We Care"

Wed. - July 11

7:00 a.m. - 4:00 p.m.

Registration

8:00 a.m. - 12:00 noon

1st Session.

State Human Emergencies First Aid Course, sponsored by Montana School Bus Driver Assn. or Defensive Driving Course—Montana Safety Council, sponsored by Montana School Bus Driver Assn.

12:00 noon - 1:15 p.m.

Conference opening luncheon.

Welcome by Helena Mayor Kathleen Ramey and Governor Judge or Lt. Governor Schwinden

Keynote Speaker Burl Winchester, Public Relations

1:30 p.m. - 5:30 p.m.

2nd Session First Aid and Defensive Driving Course

1:30 p.m. - 3:00 p.m.

Workshop No 1, Burl Winchester

7:00 p.m. - 8:00 p.m.

Hospitality Hour, sponsored by School Administrators of Montana

Thurs. - July 12

8:00 a.m. - 9:30 a.m.

Buffet breakfast and business meetings (Assn. awards)—Administrators, Contractors, Drivers

10:00 a.m. - 11:30 a.m.

Workshop, concurrent sessions No 1—How to Improve your Public Relations, Burl Winchester

No 2—Pupil Transportation Handbook, Terry Brown, Office of Public Instruction

No 3—Driver Education Simulator, L. Becker, Livingston

No 4—Proper Use of School Bus Safety Equipment, Capt W. Miller, Highway Patrol

11:45 a.m. - 1:00 p.m.

No Host Lunch

1:15 p.m. - 2:30 p.m.

Workshop, concurrent sessions

2:30 p.m. - 2:45 p.m.

Coffee and refreshments

2:45 p.m. - 4:00 p.m.

Workshop, concurrent sessions

Note: Special Programs—view School Bus Safety Films and/or ride the seat belt convincer during your free time from 8:00 a.m. to 4:30 p.m. Thurs.

5:30 p.m. - 6:30 p.m.

Social Hour—Lakeside, sponsored by Montana School Bus Driver Assn.

6:30 p.m. - 7:30 p.m.

Barbecue - Lakeside

8:30 p.m. - ??

Dance - Lakeside

Fri. - July 13

8:00 a.m. - 9:00 a.m.

Buffet breakfast—main awards

9:15 a.m. - 11:00 a.m.

Business session and conference wrap-up

11:30 a.m.

Conference Steering Committee luncheon

A Short Course on Human Relations

The Six most important words are: "I admit I made a mistake."

The Five most important words are: "You did a good job."

The Four most important words are: "What is your opinion?"

The Three most important words are: "If you please."

The Two most important words are: "Thank you."

The One most important word: "We."

The least important word: "I," by Rose Costly, Metro, MD.

What Is a Smile Worth?

When was the last time (or perhaps, the first) you considered the value of a smile?

A smile costs nothing but creates much. It enriches those who receive without impoverishing those who give. It happens in a flash, and the memory sometimes lasts forever.

None are so rich that they can get along without it, and none are so poor that they aren't enriched by a smile.

It creates happiness in the home, fosters good will in a business and it is the countersign of friends. It is rest to the weary, daylight to the discouraged, sunshine to the sad, and nature's best antidote for trouble.

Yet it cannot be bought, begged, borrowed or stolen, for it is something that is no earthly good to anybody until it is given away.

And if it ever happens that some people should be too tired to give you a smile, why not leave one of yours? Nobody needs a smile so much as those who have none left to give.



Indian Education

CONSULTANT BOB PARSLEY

On April 4-5 at the Billings Ramada Inn, the Office of Public Instruction will sponsor the Ninth Annual Montana Indian Education Conference. For agenda and information call Bob Parsley at 1 800-332-3402.

State Role in Indian Education

The Education Commission of the States is instituting a new project entitled "The State Role in Indian Education: Definition and Implementation," funded by the Office of Indian Education, USOE/DHEW. Here are excerpts from Project Director Lee Antell's proposal.

Overview

Who is responsible for meeting the educational needs of the nation's approximately 335,000 school-age American Indians? Until that question is answered these children will continue to suffer such symptoms as:

- Dropout rates at twice the national average.
- Achievement levels significantly lower than White achievement levels, with the gap increasing throughout the school years.
- A sense of being below average in intelligence, more than for any other population subgroup.

American Indians enjoy what might be called triple citizenship, with three sets of unique rights and responsibilities. As a result of the Citizenship Act of 1924 and the Fourteenth Amendment, all Indians are citizens of the United States and of the state in which they reside. In addition, those Indians who meet the enrollment criteria are members of Indian tribes, which enjoy long-standing sovereignty. This results in a unique relationship between the federal government and Indian tribes, as set out in the Constitution, treaties and federal statutes. A part of this relationship is a responsibility of the U. S. to educate Indians. This responsibility moreover does not preempt the state's constitutional obligation to educate all its citizens, including Indians. In addition, the Indian tribe itself has the responsibility and power to educate its members. Three governmental entities thus have the responsibility to educate their members, but only states are obligated by law to educate Indians in the public schools.

A number of funding sources flow into school districts: Title IV, Indian Education Act funds from the U.S. Office of Education (USOE), Johnson O'Malley funds from the Bureau of Indian Affairs (BIA), state foundation aids and experimental or supplementary funds from either state or federal sources. Accompanying these funds are various federal and state regulations. At times these regulations conflict.

States have different methods of administering their Indian education programs. This project will analyze these methods and suggest a model program for administering Indian education at the state level.

Goals

The primary goal of the Education Commission of the States (ECS) will be to conduct the necessary legal research in order to clarify the roles of the states in educating their Indian citizens and to coordinate these roles with federal, local and tribal activities. A second goal of the proposed project is to assist states in fulfilling their Indian education responsibilities. Legislation, policies, financial formula and practices will all be critically examined. Exemplary practices and recommendations for improvement which do and do not require modification in the underlying legislative/political and/or financial framework will be widely disseminated. In order to meet these goals, we plan to work extensively with five states over a period of 20 months. We envision that the project will make a necessary and lasting impact by improving Indian educational opportunities within those states having large numbers of Indian citizens.

Process

Five states with substantial numbers of Indian citizens have been selected for immediate participation. These states are Alaska, Minnesota, Montana, Oklahoma and South Dakota.

Within these states this project will describe the constitutional and statutory responsibility of the states for Indian education. We will also identify state initiated provisions for Indian education and examine how those provisions are implemented. The project will also examine selected local school districts within participating states in order to identify exemplary educational practices or problem areas that need resolution either by state department of education policy or by new legislation.

A national advisory task force for the project will be created. Also, a task force will be organized within each participating state to provide input into this project.

The project will widely disseminate all information gathered. Reports covering topics such as state legal responsibilities, problems in need of resolution, current best practices and recommendations, policy recommendations and alternate model legislation will be written and disseminated.

Education Commission of the States

ECS officially indicated its commitment to the betterment of Indian education in a resolution passed at the Commission's 1975 annual meeting. This resolution supported "American Indian's goals and objectives...to expand community and parental participation in the decision and management process," and promised "to study the problems of Native American education in order to more clearly support the improvement of such education in the future."

In fulfilling these objectives ECS staff has consulted with and maintained close working relationships with Indian organizations and has participated in numerous activities sponsored by these and other groups.

Further information regarding this project is available from Lee Antell, Project Director, (303) 861-4917, ext. 371.

CONSULTANT CLAUDETTE JOHNSON

English

BULLETIN

In the Tenth Annual Gallup Poll of the Public's Attitudes Toward Public Schools released this fall, 90 percent of those polled said the skill of writing, using correct grammar and spelling was "very important"; 86 percent said reading was. These were the top two requirements in areas of learning, and the subject heading the list of most useful in life was English.

In the area of competency testing, the public is divided; but a plurality would favor having such examinations prepared by local school systems. The pollsters were quick to point out that this is only an indicative answer, not a final one.

Reprints of the complete Tenth Annual Gallup Survey of Public Attitudes Toward the Public Schools may be ordered from Phi Delta Kappa, 8th and Union, Bloomington, IN 47401. The minimum order is 25 copies for \$5.50. Additional copies are 10 cents each.

Verbal S.A.T. Scores Level Off

The decline in verbal S.A.T. scores leveled off this year, according to the College Board's 1978 annual report on college-bound seniors. This is the first year in many that the average verbal score has not dropped. Robert G. Cameron, program services officer for the Admissions Testing Program noted that "it's impossible to predict whether the decline will be arrested, whether the down trend will reverse itself, or whether we have a momentary pause." (The College Board News, Sept., 1978)

Congratulations to the winners of the State AA Competitive Speech and Drama Meet in Helena and the State A-B-C Meet in Glendive Feb. 5-6. Montana's competitive speech and drama coaches should be commended for providing another dimension of education in the communication arts.

New Books

A new annotated bibliography, *Writing in the Classroom*, just published by the ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, is a sourcebook of ideas for teachers of creative writing—elementary through college. It offers thumbnail sketches of the content of nearly 750 books and journal articles on all aspects of helping the student poet, fiction writer and dramatist. Material is also included on developing self-expression through stream of consciousness writing, journal-keeping and autobiography.

Editor Robert Day, Washington College, MD, whose own creative writing includes a best-selling novel, *The Last Cattle Drive*, started assembling information for the sourcebook while conducting the Washington College Summer Institute in Creative Writing in 1974 and 1975.

The bibliography includes sources of general information on creative writing, discussions of theory of the creative process, material on environments for writing and motivating students to write, practical advice on classroom methods covering the familiar genres, discussions of ways of reacting to student work and evaluating it, and information on how to deal with the products of the writing process. A final section on special resources describes other reference aids and gives information on publishing student work. Literature on expository writing is not included.

Flight and Insight

Giving Directions

"I was a student once,
still am, in fact,
a student of students,
ready to learn
from you about me
ready to wear
your faces if I must
when I read your essays
late at night, alone and tired
of lies and words you think
I want to hear about
'nice' friends and fun.
Tell me instead
about Uncle Ed who
drinks too much and dances
late into the night while
Aunt Martha sleeps, hiding
from words
better left in the book
on the bedside table.
We'll awake
together and clutch
at words. . ."
"How many,
words, I mean, for
tonight's essay?"

Carol Carpenter, Detroit Institute of Technology, *College Composition and Communication*, December 1978.



In celebration of the International Year of the Child, proclaimed by UNESCO, the 1979 National Conference on Language Arts in the Elementary School will focus this year on "Language and Literature: The Child's Search for Meaning." Educators from across the U.S. will meet in Hartford, CT, Friday-Sunday, Mar. 23-25, to study the active role children play in understanding and shaping their world, and the implications of this fact for language arts education at the elementary school level. Sessions will focus on the ways children create meaning through their experiences with language and literature.

Key speakers include Dorothy S. Strickland, Kean College of New Jersey, president of the International Reading Assn.; Donald H. Graves, University of New Hampshire, author of *Balance the Basics: Let Them Write*; Mollie Hunter, whose books for children include *The Stronghold* and *The Haunted Mountain*; and author-illustrator Tomie de Paula, whose titles include *Strega Nona* and *The Clown of God*.

For further information and registration materials, write Information Services, NCTE, 1111 Kenyon Rd. Urbana IL 61801.



TRAFFIC SAFETY
CONSULTANT
CURT HAHN

Traffic and Safety Education

Gas Mileage Guide

A government publication, *Gas Mileage Guide*, compares the relative fuel economy performance of various cars and light trucks. Cost data included in this guide could save you hundreds of dollars a year. New car dealers should have free copies or contact the NHTSA Fuel Economy Compliance Office, NEF 20, Washington, D.C. 20590, (202) 755 9384.

Driver Education Status Report

Every driver educator should have a copy of the *Driver Education Status Report* which is now available. National statistics and trends are listed on a state by state basis for the 1976-77 school year. Write the National Safety Council Order Department, 444 N. Michigan Ave., Chicago, IL 60611, price \$2.75.

1979 Summer Traffic Education Workshops

Montana State University, Northern Montana College and Western Montana College will be conducting a variety of traffic education teacher preparation courses this summer. For details contact the college of your choice. The Office of Public Instruction will be mailing a complete list of courses and workshops on or before Mar. 15.

Montana Automobile Dealers Loan Many Vehicles

New car dealers loaned Montana high schools over 390 vehicles during the 1977-78 school year. Retail value of all cars totalled over \$2 million. Have you thanked your dealer lately?

Remember these commandments written by E.C. Curt Fields, Jr.:

Thou shalt keep thy vehicle clean. The public observes thee carefully in the performance of thy duties. A little water goes a long way in presenting a good image to thy community. The interior of thy vehicle is of paramount importance to the dealer who has loaned it, therefore, thou shouldst sternly forbid the consumption of soft drinks, food or gum.

Thou shalt not demean thy vehicle or its condition in the presence of thy students. Gratitude, rather than condemnation, should be upon thy lips. Remember the auto dealer is the institution from whom all blessings flow; driver education is exceedingly difficult to teach on foot.

Thou shalt not abuse the privilege of driving thy vehicle home. The ire of the public is quickly raised when a family is seen in a driver education vehicle. Thy benevolent dealer wants his name around the community but not in supermarket, theatre or night club parking lots.

Free-Loan Films are Available

Send requests for films to: Modern Talking Picture Service, Inc., Chevrolet Driver Education Program, 2323 New Hyde Park Rd., New Hyde Park, NY 11040.

When requesting bookings, include the code number assigned to each film (see listing below). This will expedite the processing of your bookings for your preferred dates.

Driving, Drinking and Drugs presents the latest analytical laboratory research on the potential problems of driving while under the influence of alcohol or marijuana. Experiences of young test program volunteers, their reactions and opinions are documented. Code 31997.

Driving Economically...It's Up to You follows two groups of young drivers who take to the streets and highways in cars equipped with mileometers. Objective is to compare safe, sensible, economical drivers with ones who aren't. This film answers the question students often ask when instructed to drive economically, "What's in it for me?" Code 31994.

Handling the Unexpected demonstrates what to do when faced with such contingencies as obstacles in the road, meeting a sleepy driver, having to go off the road. Bill Bonderant, professional driver, performs the demonstrations. Code 31995.

Signs and Linas identifies the international markings and guides that are replacing the familiar ones in the U.S. Code 31996.

So...*You Want To Buy a Used Car* gives guidelines for making a good selection: whom to buy from, what to look for, what to consider before making a final decision. Code 30112.

Tires to be Graded on Performance

Beginning Mar. 1, 1979, consumers can expect to see a uniform grading system on the bias-ply tires they select, helping them to judge how to get the "best tire for the money," says the National Highway Traffic Safety Administration (NHTSA). Spokesmen for the agency said the tires will be rated on expected tread wear, traction and temperature resistance.

Rating systems for bias-belted tires will be required by Sept. 1, 1979. Radial tires are not included. The grading system "will be applied to radial ply tires at a later date," NHTSA stated.

"When this standard goes into effect, the consumer will be better equipped to compare quality and price among competing tire brands," said Joan Claybrook, administrator of the safety agency under the Department of Transportation.

The new standard will:

- Compare relative tread life. The ratings won't give actual mileage estimates. Instead, a tire rated at "100" would compare to a tire that lasted for 30,000 miles on the government's Texas test course. A tire rated at "150" could be expected to last about 45,000 miles. NHTSA is warning consumers that actual treadwear could vary greatly depending on driving habits, maintenance, and climate conditions.
- Give traction ratings of A, B or C, which will reflect a tire's performance in straight braking on wet pavement. The agency warned the public that tires with a "low C (traction) grade should be avoided by most drivers, even though the tires may have good grades on tread life and temperature resistance."
- Measure heat resistance with A, B or C ratings. The "C" rating would indicate that the tire meets the government's existing standard for heat resistance at high speeds, with "A" or "B" ratings assuring even greater resistance to high speed blowouts.

Anti-Theft Devices on 1981 Autos

Leveling its sights primarily on joyriding thieves, the Transportation department announced plans to require automobile manufacturers to install anti-theft equipment beginning with 1981 models. The device includes protected wires to prevent a car from being started without a key, hood latches that can be released only from inside the car and rounded door lock mechanisms that prevent a door from being opened with a coat hanger through a window. The agency's administrator said one million vehicles were stolen in the U.S. in 1976, and that the cost to society is \$2.9 billion a year. Stolen cars cause 130 fatalities and 5,000 disabling injuries annually.

Vocational Education

ADMINISTRATOR
LARRY KEY

Achieving Equal Opportunity in Vo Ed

Equal opportunity in vocational education is becoming a reality through the efforts of students, teachers, counselors, administrators, and teacher educators across Montana. Male student participation in home economics and health programs has increased along with female participation in agriculture, technical trades and industrial programs. Montana high schools have two female vocational agriculture teachers (Donna Berg, Melstone; Maxine Evans, Saco), two female industrial educational teachers (Kathy Holiday, Dawson County; Zona Kapel, Richey) and two male home economics teachers (Tim Rabine, Cut Bank; Bruce Zinne, Missoula Sentinel).

In November 1978 the Department of Vocational and Occupational Services in the Office of Public Instruction offered mini-grants in sex equity for vocational educators. \$1,000 has been awarded to each of the following persons for projects and activities that address sex equity and equal vocational opportunities. Appropriation was approved by the Board of Public Education.

1. J. Jeffrey Dietz, supervisor, career/vocational programs, Missoula Co. High School.
2. Maxine Evans, Vo-Ag instructor, for Saco Public Schools.
3. Dorothy McVeigh, Health Occupations instructor, Missoula Co. High School.
4. Deloris Pandis, teacher, Learning Center, Great Falls Public Schools.
5. John Pehrson, guidance counselor; Jim Carver, Vo-Ed instructor, Whitewater High School.
6. Pamela Kaufman, guidance counselor, Troy and Libby High Schools.
7. Van Shelhamer, instructor in Dept. of Agriculture and Industrial Education, MSU.
8. Gene Gloeckner, Dept. of Agriculture and Industrial Education, MSU.
9. Angelina Parsons, Dept. of Home Economics, MSU.
10. JoAnne M. Brenholt, Div. of Business Education, U of M.

These projects will explore the status of men and women enrolled in vocational education programs; curriculum evaluation and revision; biased and stereotyped attitudes and behaviors; new resources; awareness of nontraditional employment opportunities; new recruitment and counseling strategies; in-service training for teachers and counselors in ways to reduce sex bias and stereotyping for improved classroom instruction and counseling.

The purpose of reducing sex bias and stereotyping in vocational education and achieving equal opportunity in all programs is to expand the career horizons of students in Montana schools and to assist students in making informed career choices dependent upon interests, abilities and needs rather than cultural sex role stereotypes.

Upcoming Traffic and Safety Education Events

May 6-7, 1979	Montana Traffic Education Conference	Heritage Inn Great Falls
Aug. 12-16, 1979	23rd Annual American Driver & Traffic Safety Education Assn. (ADTSEA) Conference	Charlotte, NC
Oct. 1979	National Safety Congress & Exposition	Chicago, IL
May 18-23, 1980	International Motorcycle Safety Conference	Hyatt Regency Hotel Washington, D.C.

CLASSIFIEDS

DECA to Meet in Missoula

The Montana Association of Distributive Education Clubs of America, known as DECA, will hold their twenty-ninth annual State Career Development Conference at the Village Red Lion Inn in Missoula on Apr. 5-7, 1979.

Winners in the competition will represent Montana at the National Career Development Conference to be held in Houston, TX, May 8-13.

Chairman of this year's conference is Ron Harris, Assistant DE Teacher-Educator at Montana State University. Also assisting will be the Montana State University Collegiate DECA Chapter and their advisor, Dr. Norm Millikin; Ken Curtis, DE Teacher-Coordinator at Hellgate High School in Missoula, and Maribeth Goodrich, Secretary to the State DECA Advisor.

Research Management Workshops to be in DC

The National Academy of Education will be offering educational research management workshops June 10-23 and July 29-Aug. 12 in Washington, D.C. A majority of each workshop's participants will be women and minority group members, mainly young professional researchers in colleges, universities and not-for-profit think tanks and consulting firms. Travel to Washington, D.C., housing, meals, materials and incidental expenses will be paid, and participants will receive \$200 stipends in addition.

For information call or write John May, National Academy of Education, 11 Dupont Circle Suite 130, Washington, D.C. 20036, telephone (202) 232-7600.

Edison Scholarships for Students Who Don't Take Science Lightly

Montana science teachers are encouraged to enter their outstanding senior high science students in competition for 100 Thomas Alva Edison Centennial Scholarships. Scholarships of \$1000 each will be awarded to the outstanding male and female student in each state. Winners will receive an all-expense paid trip to Cleveland, OH for a two-day seminar May 4-5 at the General Electric Company's headquarters where scholarships will be presented. The Office of Public Instruction will judge Montana entries. High schools should call or write Consultant Gary Hall, Office of Public Instruction, State Capitol, Helena 59601, phone toll-free 1-800-332-3402.

Do You Know Where Your A-V Library Is?

The Audiovisual Library in the Office of Public Instruction is located at 1430 Dodge Ave. in Helena. You may contact Supervisor Ed Weiss by phone at 449-3170 or call toll-free 1-800-332-3402.

Taft Teacher Seminars Set for Summer

The Robert A. Taft Institute of Government announces its 1979 Taft Seminars for Teachers, to be conducted this summer and fall at locations throughout the U.S. Seminar fellowships offer academic credit, tuition, texts and other allowances. Elementary and secondary teachers, librarians and administrators will meet with political scientists and politicians to study the Constitution, party structure and the role of the individual citizen. Interested Montana teachers should write either Dr. Robert C. Points, Director, Involvement Learning Center, University of Wyoming, Laramie, WY 82071, or Dr. Homer E. Cunningham, Dept. of History, and Dr. Garland Hass, Dept. of Political Science, Whitworth College, Spokane, WA 99251. The Wyoming seminar will be conducted June 18-30; the Washington seminar June 18-29.

Librarians Workshop Booked for July

The School of Librarianship at the University of Washington will offer a three-day workshop, the Third Annual *Planning and Evaluating School Learning Resources Programs*, July 16-18. The workshop, which will be held at the Lake Wilderness Conference Center located in Maple Valley, WA, will be based on planning processes developed by Dr. Liesener and described in his book *A Systematic Process for Planning Media Programs*.

For additional information regarding the workshop or an on-campus review session, contact the Office of Professional Programs, University of Washington, DW-20, Seattle, WA 98195; phone (206) 543-2300, SCAN: 323-2300. The workshop will offer three University of Washington extension credits on an optional basis.

Title IV Proposals Due in April

April 6 has been established as the new due date for the submission of proposals for ESEA Title IV adoption and incentive grants. For application forms, additional information or technical assistance, call or write ESEA Title IV Division, Office of Public Instruction, State Capitol, Helena 59601, 449-2059 or toll-free 1-800-332-3402.

Montanans Win Fellowships

The Northwest Regional Educational Laboratory has awarded two of its four fellowships to Montana educators. Jack E. Kober, superintendent at Poplar, and Sherry Lithander, elementary principal at Billings/Lockwood, will spend a month this summer at the library headquarters in Portland, OR, as Visiting Scholars and Educational Leaders.

Art of Norway Coming Our Way

The Art of Norway, 1750-1914 exhibition is about to begin at the Seattle Art Museum.

Slide sets, teacher handbooks (5-12) and learning guides will be provided to 50 Montana sites, both to individuals and to organizations. Contained in the materials will be Norwegian historical and cultural information as well as illustrations of woodcarving, rosemaling, tapestry weaving, painting, ceramics, furniture, book design and silver.

To use the materials from the closest site near you, contact Kay Burkhardt, Arts in Education Consultant, Office of Public Instruction, State Capitol, Helena 59601, or call the toll-free hotline 1-800-332-3402.

Circle May 21-22 for Geometry Seminar

A seminar entitled *The Role of Geometry in High School* will be conducted at the University of Montana May 21-22. For information write Dr. Lee Von Kuster, School of Education, University of Montana, Missoula 59812.

Sports Week Proclaimed

On February 7 Governor Thomas Judge proclaimed the week of March 1-7 Physical Education and Sports Week. Health Physical Education Consultant Spencer Sartorius and Dave Oberly, President of the Montana Association for Health Physical Education and Recreation, witnessed the ceremony and presented Governor Judge with a jogging suit.

The proclamation stresses the importance of health and safety, physical education, dance and recreational opportunities in schools and communities. Physical activity is essential to health and the total development of all people, the proclamation states. "It is essential that children have opportunity to develop their full potential through a total education."



Sartorius, Judge and Oberly

All Students Invited to Capitol

The Montana Legislature invites all school groups to visit the Capitol during the 46th session. Call toll-free for tour reservations and other arrangements, 1-800-332-3408, 7:30 a.m.-6 p.m.

Introduce a Heidelberg to a Hamburger

When you host a student for one year while he attends high school in your community, you can experience an exchange of learning and teaching of new international levels.

Every hosting AFS family gets a chance to introduce our American way of life to a foreigner.

For more information write to: AFS International Intercultural Programs, 113 E. 43rd St., New York, NY 10017, or call toll-free 1-800-327-2777.



Prestige Rises for Educators

The Condition of Education, 1978 reports that the prestige of educators has risen considerably since 1975. They now rank second only to leaders in medicine, according to a survey by the National Opinion Research Center. About 41 percent of the public expressed a "great deal" of confidence in educators in 1977, as compared to 31 percent in 1975. Schools were rated as inadequate by only 4 percent. *The Condition of Education* is an annual report mandated by Congress in the Education Amendments of 1974, P.L. 93-380.

Office of Public Instruction Hotline Activity

Christy Shandy, Reception Referral Desk Manager, transferred 1,568 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of February.

Rate Your Administrator

The Montana Library Association is seeking nominations for its annual School Administrator of the Year Award. Send nominations to Richard Gerken, Great Falls Public Library, Great Falls 59401. The deadline is Mar. 31.

Outstanding Biology Teacher Chosen

Gregory Sikora of Missoula has been named the 1979 Montana Outstanding Biology Teacher and will receive an engraved research microscope and case donated by the American Optical Company. Mr. Sikora has taught science in Project 100 for disadvantaged and learning disabled students at Missoula County High School since 1971 and previously worked as a research assistant in entomology and wildlife biology. Mr. Sikora believes that his students "deserve to experience the secrets of life as much as the bright and gifted pupils do, and when they are given a fighting chance and shown some concern for, they can and want to learn."

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Montana State Library
3 0864 1006 6749 5

PLEASE RETURN

Montana schools

(USPS 091 970)

STATE DOCUMENTS COLLECTION

MAR 28 1979

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- 2 Majority Leaders Talk Education
- 3 Community Ed Workshop
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- Education at Warm Springs Hospital
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From the SUPERINTENDENT

One of my goals for this 46th Session of the Legislature has been to encourage establishment of a state support for Gifted and Talented educational programs.

At this time it appears that legislation will pass which will enable my office to assist in the design and implementation of programs to meet the special needs of the gifted and talented.



Georgia Rice

If both the funding and implementation measures pass, there will be \$85,000 available for grants to districts. Selection will be based on the merit of the grant application and by a willingness to match the state grant at the district level. Grants will be from \$1,000 to \$5,000 and will be awarded to districts whose proposals demonstrate high merit or which have already initiated programs which are promising and worthy of support.

Federal resources, if available, will be used to increase technical assistance to local school districts. But state support enhances program stability needed for efficient administration and timely service. This support frees our Montana program from the fluctuations of Federal program priorities and maintains our direction of our educational system.

Because of their characteristics and high potential for accomplishment, gifted and talented children and youth must be encouraged to thrive in a setting where excellence, critical thinking, problem solving and creativity are incorporated into their everyday routines. Montana's gifted and talented children may well be the state's greatest resource, and if their potentialities are developed, the benefits to be received are incalculable.

Calendar

April

Apr 4-5	Ninth Annual Indian Education Conference
9	Co-Superintendent's Annual State Meeting-Helena
10	State-Superintendent's Annual Conf-Helena
12-14	NW District, Am Alliance of Health, PE & Recreation Convention-Billings
15	Easter
16-18(1)	State VICA Conference-Havre
20-21	State Solo & Ensemble Festivals-Southern-Bozeman
23-27	Internat Reading Assoc Annual Conf-Atlanta
26-28	Montana Assoc of Secondary School Principals Spring Conference-Bozeman
27	Arbor Day
(1)	tentative